

DOCUMENT RESUME

ED 367 645

SP 035 088

AUTHOR Walker, Linda; Richardson, Gloria D.
TITLE Changing Perceptions of Efficacy: From Student Teachers to First-Year Teachers.
PUB DATE Nov 93
NOTE 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; *Beginning Teacher Induction; *Beginning Teachers; Comparative Analysis; Elementary Secondary Education; Higher Education; *Self Efficacy; Self Evaluation (Individuals); *Student Teachers; *Teacher Competencies; Teacher Improvement; Teaching Experience
IDENTIFIERS *Mississippi Teacher Assessment Instruments

ABSTRACT

This study was conducted to examine changes in the self-perceived efficacy of teacher education majors who were surveyed first as student teachers in 1992 and again as first-year teachers in 1993. The instrument used was a survey of 30 items related to the Mississippi Teacher Assessment Instrument competencies and indicators. Thirteen of the original sample of 24 returned the second survey. Data analysis indicated significant differences in the following areas: classroom management interactions, utilization of audio-visual equipment, identification and planning for exceptional learners, effective teaching of reading/language arts, a demonstration of the ability to work with groups of varying sizes, maintaining accurate pupil records, and using acceptable written and oral expression. Results of this study form the basis for a future longitudinal study that will employ the instrument to measure self-perceptions of student teachers, first-year and, ultimately, veteran teachers in regard to personal efficacy. Appendixes provide copies of the Mississippi Teaching Competencies and a demographic survey. (Contains 22 references.) (LL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Changing Perceptions of Efficacy:
From Student Teachers to First-Year Teachers

Linda Walker and Gloria D. Richardson
Mississippi State University, Meridian Campus

Presented at the annual meeting of the
Mid-South Educational Research Association
November 10-12, 1993
New Orleans, Louisiana

Running Head: TEACHER EFFICACY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

L. Walker

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Table of Contents

Abstract	2
Introduction	3
Literature Review	7
Methodology	12
Sample & Setting	12
Instrument	13
Data Collection and Analysis	14
Conclusions and Recommendations	21
References	23
Appendix A	27
Appendix B	28
Table	29

Abstract

The purpose of this study was to examine the changes in self-perception of efficacy of teacher education majors who were first surveyed as student teachers in 1992, and were again surveyed as first-year teachers in 1993. The instrument used was a self-constructed survey of thirty items related to the Mississippi Teacher Assessment Instrument competencies and indicators. The instrument demonstrated a Cronbach alpha of .9507 with a standardized item alpha of .9561.

Thirteen of the original sample of twenty-four returned the second survey. One-way analysis of variance indicated significant differences on these items: manages classroom interactions, uses audio-visual equipment, identifies and plans for exceptional learners, teaches reading/language arts effectively, demonstrates ability to work with groups of varying sizes, maintains accurate pupil records, and uses acceptable written and oral expression.

This continues a longitudinal study employing the instrument to measure self-perceptions of student teachers, first-year and ultimately, veteran teachers in regard to personal efficacy.

Introduction

A wealth of research studies exist to document the problems of inducting new teachers into the classroom. Proposals to solve the problem of developing quality educators have come from business and industry, commissions, groups, and educators. The need for reform continues to exist, and as a result, the on-going problems receive new attention daily in the media, journals, and books. Of primary interest have been the premises of the Holmes Group (1986) and the Carnegie Forum on Education and the Economy (1986). Since the publication of documents by these groups, a number of changes have been instituted into educational programs around the United States, including proposed and inaugurated five-year programs which give a year-long internship. Other programs have reduced the number of teacher education courses and added courses in arts and sciences to increase the content-area preparation of the teacher candidates. Despite the changes and proposals, the problem continues to exist. To examine this problem a number of researchers have looked at the attitudes of student teachers and the attitudes of first-year teachers.

The sense of efficacy that education majors hold for themselves

affects their abilities to teach adequately and to handle their professional procedures. The student teaching experience is their first chance to test their skills and to perceive their strengths and weaknesses. Success in student teaching should be a predictor of future teaching success (Wood and Eicher, 1989).

A program of educational reform begun in Mississippi in 1982 provided an accountability framework by which to measure the effectiveness of student teachers and in-service teachers. The Mississippi Teacher Assessment Instrument (MTAI) was comprised of 16 competencies with 42 indicators (See Appendix A). It is required for student teachers, for first-year teachers who must pass it successfully on 2 occasions during that year to be fully certified, and for career teachers. The competencies fall into 3 categories: teaching plans and materials, position skills, and interpersonal skills. This particular measure was used to formulate the items for the survey used in this study (See Appendix B).

A sample of 34 student teachers who were involved in Student Teaching during the Spring semester of 1992 were educated in a program that consisted of: a general education portion, dealing with theoretical and practical knowledge; professional studies, including

practicum experiences, which prepare these students for work in education; and specialty courses, reflecting content area interests. During their practice teaching, these students received instruction in a Professional Seminar which ran concurrently with the teaching activities. Students were assigned to schools in approximately 5 counties; they were predominantly elementary education majors. In the following Spring semester of 1993, the same group of students were sampled as first-year teachers to compare their attitudes toward efficacy in a pretest and post-test type situation.

The earlier study was conducted with an instrument based on the 16 competencies and 42 indicators of the MTAI. The instrument was administered to student teachers, cooperating teachers, and university supervisors and a one-way analysis of variance was run to determine items which were significantly different. The survey was checked for content validity by a team of university supervisors. The response scale was a Likert scale. One represented Very Effective, and 5 represented Very Ineffective. Twenty-four of the 34 student teachers completed their surveys for a 71 percent response rate. Twenty-five cooperating teachers completed their surveys for a 74 percent response rate. The

university supervisors completed surveys for the 34 students for a 100 percent response rate. A Cronbach alpha of .9507 was obtained to determine internal consistency. The standardized item alpha was .9561. According to Cohen (1977) an alpha of .60 or above is sufficient for attitudinal surveys. With internal consistency established for this test, a one-way analysis of variance was completed to identify the items which were significantly different among the three groups of respondents. These items were as follows: Item 5: Uses a variety of teaching methods; Item 11: Attends to routine tasks; Item 15: Demonstrates warmth and friendliness; Item 23: Evaluates pupils' progress; Item 23: Follows school policies; Item 24: Maintains accurate pupil records; and Item 25: Conferences effectively with parents. Findings from this study were incorporated into the education program at MSU-Meridian Campus for the following year.

At the end of the first-year of teaching, the respondents who had returned the original surveys were requested to complete the survey again for a new comparison between their attitudes concerning the teaching competencies at the end of student teaching and their attitudes about their competencies as first year teachers. Thirteen of the original

sample returned new surveys for a response rate of 54 percent.

The research question for this administration of the survey was: Is there a significant difference between the attitudes of student teachers and first-year teachers toward the competencies and indicators required by the MTAI?

Findings for this study will provide a way to assess the influence of induction upon first-year teachers. It will also provide a means to evaluate the long-term effects of the educational program experienced by these students prior to graduation. Any information to support reasonable and efficient change in programs to prepare educators for the future can be an invaluable assistance to teacher educators who must constantly assess the public's awareness of the need for increased competency in the classroom.

Literature Review

To support this study, articles and studies were reviewed. Research studies indicate that student teaching is a valuable aspect of a teacher education program (Haring & Nelson, 1980) and that the cooperating teacher is a vital influence during this experience (Dispoto, 1980). Book, Beyers, and Freeman (1983) reported that student teachers felt their

student teaching experiences to be one of their most valuable sources of professional knowledge; but, despite this importance, cooperating teachers were not always trained to function effectively in their role (Guyton, 1989). Cooperating teachers were frequently chosen because of their availability or proximity, not because of their expertise (Goodlad, 1990). Oftentimes, cooperating teachers are not required to have any current training other than that of MTAI evaluator in the Mississippi system. Therefore, cooperating teachers tend to fall into the traditional patterns that they were educated by; this in itself creates dysfunctional cooperation at best. They are not truly aware of the requirements that their student teachers must meet in order to receive provisional certification upon graduation. Hoover, O'Shea, and Carroll (1988) held that clearly stated performance standards should be present in clinical programs to clarify the expected competencies the student teachers must meet. Also, the cooperating teacher should be trained to handle feedback to the student teacher on his or her effectiveness and performance (McIntyre and Killian, 1986). Because supervision of student teachers is different from the regular classroom activities, it often happens that the best teacher is not necessarily the best cooperating

teacher. Since cooperating teachers serve as role models, share their expertise, and communicate with the student teacher about expectations and achievements without any recompense, they are sometime reluctant to give their best effort (Sparks and Brodeur, 1987). This relationship, whether good or bad, between the student teachers and their cooperating teachers provides the rationale for a study of this training activity and provides a further basis for the follow-up study of first-year teachers' attitudes about the same set of competencies their cooperating teachers assisted them in meeting during student teaching. Because of the relationships established and the collaborative effort of the student teaching experiences, this study can further examine the induction processes fostered by career teachers for first-year teachers.

According to Gibson & Dembo (1984) teacher efficacy has two components: personal teaching efficacy and teaching efficacy. Personal teaching efficacy is the "belief that one has the necessary skills and abilities to bring about student learning" and teaching efficacy takes into account a number of other variables and is defined as the "belief that any teacher's ability to bring about change is significantly limited by factors external to the teacher, such as the home environment, family

background, and parental influences" (Gibson & Dembo, 1984, pp. 573-574). The self-confidence engendered in preservice teachers in regard to their competency and adequacy contributes to an overall feeling of success or failure; therefore, teacher efficacy and student achievement are significantly related in a number of studies (Guyton et al., 1991). According to Kazelskis, Kazelskis, and Kersh (1991), this sense of efficacy influences teaching performance. This established the need to determine how the attitudes gained during the student teaching experience impact future performance. Past studies produced conflicting reports concerning the link between preservice teaching skills and the effects of student teaching. Pigge & Marso (1980) reported that many teachers had positive perceptions of their efficacy; but Adams (1982) found that they were overly concerned with ability to teach, even after completing student teaching. Other studies found that preservice teachers were overly optimistic about their efficacy (Lanier & Little, 1986; Weinstein, 1988; Adams, 1982).

In a study which measured teacher competencies that were similar to the MTAI competencies, Wood & Eicher (1989) found that student teachers perceived themselves as cooperating teachers tell them they

are; this is a conclusion in agreement with previous research which identified the cooperating teachers as influential in the professional development of successful student teachers.

Another study by Stolworthy (1988) utilized 25 similar teaching competencies to determine that there were no significant differences among the ratings of the student teachers, their cooperating teachers, and their university supervisory. This lack of clear relationship between student teaching efficacy and actual practice also affects the sense of efficacy experienced by first-year teachers.

Studies of the induction process exist, and almost all clearly indicate that, no matter what the student teaching experience has been, the influence of career teachers on their first-year co-workers is very strong. According to Marshall (1988), a framework should exist to support novice teachers. Marshall cited in her study, a prior study conducted in 1982 that documented teacher induction from 1942 to that time. One of the things Marshall identified was the need for a knowledgeable resource person to assist the novice teacher. Furthermore, Marshall identified staff development, focused faculty meetings, and workshops as other means of imparting the necessary data concerning the induction process.

Because a number of beginning teachers leave the field before they can learn to adjust to the realities of teaching and to develop the competencies taught in their education courses with proficiency in their own classrooms, it appears that additional means of supporting beginning teachers must become a concern of the schools where these teachers are employed and the universities and colleges where these teachers are educated. This ties also to the relationship established in student teaching with the cooperating teacher. A need therefore exists to study this aspect of the education program to determine if there are additional ways to improve the program to meet the needs of first-year teachers. It suggests, too, that mentoring programs have much to commend them to the attention of teacher educators, student teachers, and novice teachers.

Methodology

Sample and Setting

The sample of this study was comprised of 13 first-year teachers who were participants in a prior study of 24 practice teachers, 8 university supervisors and 35 cooperating teachers. They were graduates of the Mississippi State University, Meridian Campus education program. All

were full-time, first-year teachers employed in the East Central area of Mississippi. All of the respondents were white. Their ages ranged from 21 to 50 years. All of the respondents were engaged in teaching in elementary school. All of the first-year teachers were successful in meeting the certification requirements of the state of Mississippi during their provisional certification activities.

Instrument

The instrument (See Appendix B) was constructed for the purpose of measuring student teachers' efficacy; however, the same competencies and indicators which formed its basis are required for provisional and full certification. Therefore, it was determined to use the instrument as it was constructed to measure the first-year teachers responses. The instrument's internal consistency was determined by a preservice measurement and produced a Cronbach alpha of .9507 and an standardized item alpha of .9561, acceptable by Cohen (1977). The instrument was deemed to possess sufficient internal consistency. The survey was used to measure the self-reported perceptions of efficacy of first-year teachers to their reported perceptions of efficacy at the end of their student teaching experiences. The content validity was again

examined by a team of university researchers. The second administration of the survey employed the Likert scale of 1 to 5; one represented Very Effective and 5 represented Very Ineffective.

Data Collection and Analysis

The original sample consisted of 24 student teachers who responded to the administration of the survey in Spring 1992. This survey compared the student teachers' responses to those of the cooperating teachers and the university supervisors. For this second administration, only the responses of the student teachers were used.

All of these were mailed a request for a second response in the Spring semester of 1993. Thirteen of these were returned to the researchers. The responses for each group were compared using a one-way analysis of variance to determine if there were significant differences between the two sets of responses for the items on the survey. The probability was set at .05. Data were analyzed using the SPSSPC+ package licensed to Mississippi State University.

Analysis of the data identified 4 items which were significantly different.

Insert Table 1 about here

Item 6: demonstrates ability to work with groups of varying sizes was significantly different at $p < .05$. The F Ratio was 6.5989 and the F Probability was .0168. The original administration of the survey provided the following responses: 79 percent Very Effective and 21 percent Effective. The second administration showed that 85 percent of the first-year teachers reported Very Effective and 15 percent reported Effective. First-year teaching provided opportunities for variation in grouping not afforded under the controlled circumstances of the student teaching activities because the student teachers followed those patterns already established and working successfully in the classrooms where they were assigned. The longer time frame allowed during first-year activities permitted more experimentation and more opportunities to evaluate whether a certain group was functioning successfully. To promote optimum conditions of learning the teacher must be able to work successfully with large group instruction, small groups, and with individual students. Opportunities to manipulate the classroom variables

were available to first-year teachers. Also, they were able to apply the theoretical knowledge concerning learning styles, classroom management, human growth and development, and teaching methods to work for them in their own classrooms. This assisted in presenting the greater sense of efficacy felt by the first-year teachers. One of the things that the student teachers verbalized at the end of student teaching was that they had known some limitations on their teaching because they were not in their "own" classrooms. Being in their "own" classrooms during their first year of teaching provided them with the opportunity to develop ownership of their space, time, and work.

For Item 17: manages classroom interactions, the F Ratio was 4.4933 and the F Probability was .0225. For the original administration of the survey, 79 percent of the student teachers responded Very Effective and 21 percent reported Effective. On the second administration, first-year teachers reported: 69 percent Very Effective and 31 percent Effective. Despite the fact that all the responses fell within the range of Very Effective or Effective for both administrations of the survey, the difference in the second survey indicated a more realistic apprehension of efficacy. More first-year teachers labeled themselves Effective but not

Very Effective. None of the respondents reported that they were not satisfied with their performance on this item. Perhaps the first-year teaching experience provides more judgment for what is successfully in managing classroom interactions than did student teaching. This particular aspect of teaching remains a concern for student teachers, novice teachers, and career teachers. All realize that effective learning is dependent upon having involved and motivated children in a well-controlled environment where they are able to construct learning by collaboration, by developing self-discipline, and by developing socially acceptable patterns of interaction which will serve them through lifelong learning. During student teaching, the role modeling of the cooperating teacher provides the basis for application of the theoretical principles learned in teacher education courses concerning management. During their first-year teaching, the novice teachers are able to extend their own expertise; they learn to evaluate the utility of various practices offered in textbooks and in other classrooms, and they learn to evaluate the unique needs of their classes. At this point, evidence and advice from career teachers helps to bridge the gap between the student teaching situation and the actual classroom teaching situation. Seeking what works best

for the children in one's classroom becomes imperative for the beginning teacher. Hints and suggestions may be absorbed from conversation in the teachers' lounge, in advice seeking situations, and from various observations of what seems to be working successfully for teachers in neighboring classrooms. Sometimes the information is given by an administrator who has a vested interest in the success of his or her classroom teachers. It is here that the beginning teacher discovers what is possible, probable, and necessary to promote learning and minimize distractions and disruptions. Equally important, the beginning teacher discovers how to be positive and supportive of students and how to extinguish unacceptable behavior without creating excessive loss of self-esteem. By asking effective questions, maintaining time-on-task, and by being consistent, the beginning teacher is able to provide the best environment. Then, he or she is able to look more objectively at self-assessment and face the reality that no one is Very Effective at managing classroom interaction successfully on every occasion, every day.

Item 21: identifies and plans for exceptional learners was also significantly different at $p < .05$. The F Ratio was 5.0865, and the F Probability was .0148. This item related to mainstreamed students,

students with behavioral or emotional difficulties, and with talented and gifted students in most of these first-year teachers' classrooms. For the original survey, 54 percent reported Very Effective; 42 percent reported Effective, and 4 percent reported Unable to Determine. For the second administration, 46 percent reported Very Effective; 46 reported Effective, and 8 percent reported Unable to Determine. Once again the shift apparently suggested a more realistic attitude toward teacher efficacy. A smaller percentage of first-year teacher reported Very Effective; more reported Effective; but, also, more reported Unable to Determine. This item indicated more ambivalence toward success with exceptional children. The educational program for these beginning teachers did not require extensive preparation for this area and new changes in laws which were being effected during the 1992-1993 school year could also have affected the sense of being successful with exceptional children. Also, what works in textbooks and with laws on printed pages does not always translate to an easy task in the classroom. It would appear that the novice teachers were prepared to master the requirements to be effective here.

On final item, Item 26: teaches reading and language arts effectively

was significantly different. The F Ratio was 5.2132 and the F Probability was .0136. This item indicated a shift in the opposite direction for the first-year teachers. On the first survey, 79 percent of the student teachers reported Very Effective, and 21 percent reported Effective. After their first year of teaching, the novice teachers reported 85 percent Very Effective and 15 percent Effective. This indicated strong growth in sense of efficacy rather than realistic acceptance of a different picture of what they had learned in educational coursework. The program they graduated from provided a strong framework in reading instruction, offering a number of excellent classes and up-to-the-minute information on ways of teaching reading and language arts. Also, this group benefitted from a number of practicum experiences that previous groups of students had not been able to participate in. Classroom practice helped the first-year teachers to discover their talents and strengths and helped them to grow to be more effective in their teaching of reading and language arts. This supports their feelings at the end of student teaching that reading strategies were an area of strong interest and of potential change when they were employed as full-time teachers. Most of the respondents in this group had developed strong expertise during student

teaching and this apparently functioned to provide a feeling of success and efficacy in their teaching.

Conclusions/Recommendations

The generalizability of this study applies only to similar populations; it is not possible to construe meaning to larger groups. However, the results of this study form a basis for a longitudinal study in the future that will be more closely tied to evaluation and assessment of how first-year teachers learn to function effectively in the classroom. The student teachers appeared to feel strongly that they were prepared to teach. The fact that they shifted to Effective rather than labeling themselves Very Effective on three of the items after their first year of teaching indicated that they were less sure of their efficacy but not discouraged or ready to report bad responses for what they were doing. It may have indicated a period of integration of knowledge and of feeling a way through the maze of conflicting requirements found in actual practice. For the positive item, this indicated an expected change on the part of the researchers. It was possible to predict that this group would develop strong language arts and reading expertise based on their enthusiasm and interest in whole language and its various opportunities for utilization in classroom situations.

As previously stated, this research should be expanded into a program that analyzes and evaluates what can be done to help prevent teacher "drop outs" before they are able to function effectively in the classroom. A potential change in first-year teachers' experiences would be to encourage administrators to become involved in learning the techniques of mentorship and to establish mentor teaching situations for their first-year teachers. Another possibility exists in developing a cadre of university personnel to function in some continuing capacity for first-year teachers.

References

- Adams, R. D. (1982). Teacher development: A look at changes in teacher perceptions and behaviors across time. Journal of Teacher Education, 33(4), 40-43.
- Book, C., Byers, J., & Freeman, D. (1983, January/February). Student expectations and teacher education traditions with which we can and cannot live. Journal of Teacher Education, 34, 9-13.
- Cohen, J. (1977). Statistical analysis for the behavioral sciences (rev. ed.). New York: Academic Press.
- Carnegie Forum on Education and the Economy. (1986). A nation prepared: Teachers for the 21st century. (The report of the Task Force on Teaching as a Profession). New York: Author.
- Dispoto, R. (1980). Affective changes associated with student teaching. College Student Journal, 14(2), 190-194.
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. Journal of Educational Psychology, 76, 569-582.
- Goodlad, J. (1990). Better teachers for our nation's schools. Phi Delta Kappan, 72(3), 185-194.

- Guyton, E. (1989, Fall). Guidelines for developing educational programs for cooperating teachers. Action in Teacher Education, 11(3), 54-58.
- Guyton, E., Fox, M. C., & Sisk, K. A. (1991, Summer). Comparison of teaching attitudes, teacher efficacy, and teacher performance of first year teachers prepared by alternative and traditional teacher education programs. Action in Teacher Education, 13(2), 1-2.
- Haring, M., & Nelson, E. (1980). A five-year follow up comparison of recent and experienced graduates from campus and field based teacher education programs. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Hoover, N. L., O'Shea, L. J., & Carroll, R. G. (1988). The supervisor-intern relationship and effective interpersonal communication skills. Journal of Teacher Education, 39(2), 22-27.
- Kazelskis, R., Reeves-Kazelskis, C., & Kersh, M. E. (1991, November). Effects of student teaching on teaching concerns and efficacy. Paper presented at the twentieth annual meeting of the Mid-South Educational Research Association, Lexington, KY.

- Lanier, J., & Little, J. (1986). Research on teacher education. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed.) (pp. 527-569). New York: Macmillan.
- Marshall, F. (1988, November). Non-Judgmental induction support: An investment in teacher potential. Paper presented at the annual conference of the National Conference of the National Council of States on Inservice Education, New Orleans, LA. (ERIC Document Reproduction Service No. ED 313 332)
- McIntyre, D. J., & Killian, J. E. (1986, Autumn). Students' interactions with pupils and cooperating teachers in early field experiences. The Teacher Educator, 22(2), 2-9.
- Mississippi Teacher Assessment Instrument (MTAI) Office of Teacher Certification, (1992, January). Bureau of School improvement, Jackson, MS: State Department of Education.
- Pigge, F. L., & Marso, R. N. (1980). A longitudinal assessment of the affective impact of preservice training on prospective teachers. Journal of Experimental Education, 283-289.
- Sparks, S. S., & Brodeur, D. R. (1987). Orientation and compensation of cooperating teachers. The Teacher Educator, 23(1), 2-12.

Stolworthy, R. L. (October, 1988). Preservice teacher education: The application of Sheffe's LSD matrix of multiple comparisons to evaluation efforts. (ERIC Document Reproduction Service No. ED 299 250)

The Holmes Group. (1986). Tomorrow's teachers. E. Lansing, MI: The Holmes Group, Inc.

Weinstein, C. (1988). Pre-service teachers' expectations about the first year of teaching. Teaching and Teacher Education, 4(1), 31-40.

Wood, R. W., & Eicher, C. (July 1989). Self perceived adequacy of student teachers and its relationship to supervising teachers ratings: Another look. (ERIC Document Reproduction Service No. ED 310 073)

Changing Perceptions

27

Appendix A

MISSISSIPPI TEACHING COMPETENCIES

Teaching Plans and Materials (TPM)

[Competencies I-IV; Indicators 1-12]

Competency I.	Plans instruction to achieve selected objectives.
Indicator 1.	Specifies or selects learner objectives for lessons.
Indicator 2.	Specifies or selects teaching procedures for lessons.
Indicator 3.	Specifies or selects content, materials, and media for lessons.
Indicator 4.	Specifies or selects materials and procedures for assessing learner progress on the objectives.
Indicator 5.	Plans instruction at a variety of levels.
Competency II.	Organizes instruction to take into account individual differences among learners.
Indicator 6.	Organizes instruction to take into account differences among learners in their capabilities.
Indicator 7.	Organizes instruction to take into account differences among learners in their learning styles.
Indicator 8.	Organizes instruction to take into account differences among learners in their rates of learning.
Competency III.	Obtains and uses information about the needs and progress of individual learners.
Indicator 9.	Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.
Indicator 10.	Communicates with individual learners about their needs and progress.
Competency IV.	Obtains and uses information about the effectiveness of instruction to revise it when necessary.
Indicator 11.	Obtains information on the effectiveness of instruction.
Indicator 12.	Revises instruction as needed using evaluation results and observation data.

Position Skills (PS)

[Competencies V-XI; Indicators 13-32]

Competency V.	Uses instructional techniques, methods, and media related to the objectives.
Indicator 13.	Uses teaching methods appropriate for objectives, learners, and environment.
Indicator 14.	Uses instructional equipment and other instructional aids.
Indicator 15.	Uses instructional materials that provide learners with appropriate practice on objectives.
Competency VI.	Communicates with learners.
Indicator 16.	Gives directions and explanations related to lesson content.
Indicator 17.	Clarifies directions and explanations when learners misunderstand lesson content.
Indicator 18.	Uses responses and questions from learners in teaching.
Indicator 19.	Provides feedback to learners throughout the lesson.
Indicator 20.	Uses acceptable written and oral expression with learners.
Competency VII.	Demonstrates a repertoire of teaching methods.
Indicator 21.	Implements learning activities in a logical sequence.
Indicator 22.	Demonstrates ability to conduct lessons using a variety of teaching methods.
Indicator 23.	Demonstrates ability to work with individuals, small groups, and large groups.
Competency VIII.	Reinforces and encourages learner involvement in instruction.
Indicator 24.	Uses procedures which get learners initially involved in the lesson.
Indicator 25.	Provides learners with opportunities for participating.
Indicator 26.	Maintains learner involvement in lessons.
Indicator 27.	Reinforces and encourages the efforts of learners to maintain involvement.
Competency IX.	Demonstrates an understanding of the school subject being taught and demonstrates its relevance.
Indicator 28.	Helps learners recognize the purpose and importance of topics or activities.
Indicator 29.	Demonstrates knowledge in the subject area.

Competency X. Organizes time, space, materials, and equipment for instruction.

Indicator 30. Attends to routine tasks.
Indicator 31. Uses instructional time effectively.
Indicator 32. Provides a learning environment that is attractive and orderly.

Competency XI. Demonstrates high expectations for learners' academic performance.

Indicator 35. Conveys the impression of knowing what to do and how to do it.
Indicator 28. Helps learners recognize the purpose and importance of topics or activities.
Indicator 27. Reinforces and encourages the efforts of learners to maintain involvement.
Indicator 19. Provides feedback to learners throughout the lesson.
Indicator 31. Uses instructional time efficiently.

Interpersonal Skills (IS)

[Competencies XII-XIV; Indicators 33-42]

Competency XII. Demonstrates enthusiasm for teaching and learning and the subjects being taught.

Indicator 33. Communicates personal enthusiasm.
Indicator 34. Stimulates learner interests.
Indicator 35. Conveys the impression of knowing what to do and how to do it.

Competency XIII. Helps learners develop positive self-concepts.

Indicator 36. Demonstrates warmth and friendliness.
Indicator 37. Demonstrates sensitivity to the needs and feelings of learners.
Indicator 38. Demonstrates patience, empathy, and understanding.

Competency XIV. Manages classroom interactions.

Indicator 39. Provides feedback to learners about their behavior.
Indicator 40. Promotes comfortable interpersonal relationships.
Indicator 41. Maintains appropriate classroom behavior.
Indicator 42. Manages disruptive behavior among learners.

Changing Perceptions

28

Appendix B

DEMOGRAPHIC SURVEY

Your Name: _____

Age:

_____ 20-29
_____ 30-39
_____ 40-49
_____ Over 49

Area:

_____ Elementary
_____ Secondary

College degree:

_____ Bachelors
_____ Masters
_____ Specialist
_____ Doctorate

Race:

_____ African-American
_____ White
_____ Other

Level:

_____ K-2
_____ 3-5
_____ 6-7
_____ 8-9
_____ 10-12
_____ Jr. College
_____ Sr. College/University

Years Teaching Experience:

_____ 0-5
_____ 6-10
_____ 11-15
_____ 15 or more

Please see reverse side for survey questions!

Please rate the following items in terms of **your** effectiveness:

- 1 very effective**
- 2 moderately effective**
- 3 no opinion/unable to determine**
- 4 moderately ineffective**
- 5 very ineffective**

- _____ 1. uses appropriate teaching methods
- _____ 2. communicates with learners
- _____ 3. uses audio-visual equipment
- _____ 4. uses acceptable written and oral expression
- _____ 5. uses a variety of teaching methods
- _____ 6. demonstrates ability to work with groups of varying sizes
- _____ 7. provides all learners with opportunities for participating
- _____ 8. maintains learner involvement in lessons
- _____ 9. demonstrates knowledge of the subject matter
- _____ 10. uses positive reinforcement techniques
- _____ 11. attends to routine tasks
- _____ 12. uses instructional time efficiently
- _____ 13. demonstrates enthusiasm for teaching
- _____ 14. stimulates learner interest
- _____ 15. demonstrates warmth and friendliness
- _____ 16. demonstrates sensitivity to the needs and feelings of others
- _____ 17. manages classroom interactions
- _____ 18. maintains behavior that enhances learning
- _____ 19. plans for instruction
- _____ 20. evaluates pupil progress
- _____ 21. identifies and plans for exceptional learners
- _____ 22. constructs teacher-made materials
- _____ 23. follows school policies
- _____ 24. maintains accurate pupil records
- _____ 25. conferences effectively with parents
- _____ 26. teaches reading/language arts effectively
- _____ 27. teaches math effectively
- _____ 28. teaches social studies effectively
- _____ 29. teaches science effectively
- _____ 30. promotes an acceptance of cultural diversity among learners

Table 1:

One-Way analysis of group administrations by items.

Item	F Ratio	F Probability
6: demonstrates ability to work with groups of varying sizes	6.5989	.0168*
17: manages classroom interactions	4.4933	.0225*
21: Identifies and plans for exceptional learners	5.0865	.0148*
26: Teaches reading and language arts effectively	5.2132	.0136*

*Significant at $p < .05$